**CHARACTERISTICS OF 21ST CENTURY TEACHING & LEARNING**

**Results of Jigsaw and Gallery Walk Discussion**

***MCPS 21st Century Model of Change***

**Cabinet**

**August 23, 2011**

**PERSONALIZED LEARNING**

* Where the rubber meets the road
* Tailored individual learning
  + All brains are wired differently
  + Need to address individual needs of students – NOT uniformity
* Multiple Intelligences - (8) Gardner is the researcher
  + Linguistic
  + Logical/mathematical
  + Spatial
  + Interpersonal
  + Intrapersonal
  + Musical
  + Bodily Kinesthetic
  + Naturalist

**ROLE/USE OF TECHNOLOGY**

* Teacher as facilitator
* Tool – does not mean 21st Century education by being there
* Empowers students
* Allows teachers to get/draw upon expertise of their students (student-centered learning)

**DEFINITIONS OF AN “EDUCATOR”**

* Community is integrally involved in student learning
* Students solve real problems

**TIME AND PLACE OF LEARNING**

50/6/5/180 schedule is at odds with the ubiquity of learning resources

**SUMMER LEARNING LOSS**

Cumulative impact of not having engaging learning during the summer months – accounts for 2/3 of achievement gap between less affluent & more affluent students.

**TEAM TEACHING**

Team instructional time provides space for collaboration where each teacher can draw from their expertise to support the learning environment.

**EXPERIENTIAL LEARNING**

More time and changing notion of spaces provides opportunity for learning to happen within real experiences in the school and the community.

**STRUCTURE FOR DELIVERY OF INTERDISCIPLINARY/INTEGRATED LEARNING**

Interdisciplinary/Integrated depth of learning through collaboration across subject areas

**KNOWLEDGE**

* Core knowledge is foundational (but not E.D. Hirsch’s definition of core knowledge)
* 4C’s must be integrated 🡪 skills
* Engage staff in identification of “power standards”
* Applied Competencies
* Analyze, synthesize, evaluate (apply) core knowledge
* Critical thinking and problem solving is founded in/dependent on core knowledge
* Not always clear answers 🡪 processed
* Higher order skills/application
* Simple recall won’t serve students well (what can be Googled….)
* Quality not quantity
* Rigorous academic curriculum

**MEASUREMENT OF LEARNING**

As delivery of learning is altered, so must assessment of learning also alter.

Assessment might include:

* Formative assessment – ongoing to determine next right instruction; locate where students currently are
  + After a set mini unit
  + Drives instruction
  + Changes instruction
* Summative – “traditional” looking assessment
* Assessment is continuous, flexible (receptive to innovation) and adaptable (adjusting when needed)
* Re-defines how learning is measured
* Authentic – place-based, real life experiences
* Multiple layers of instruction and measurement of learning

**4 C’s**

**CRITICAL THINKING**

* Identify problems
* Confront problems

**COLLABORATION**

* Work with others to solve problems by:
  + Acknowledging differences (skills, culture, perspective, goals, impacts)
  + Common goal

**COMMUNICATION**

* Verbal and written
* Listen, participate, clarify, clearly articulate (this is critical thinking)

**CREATIVITY**

* Integrate knowledge across silos (subject areas)
* Connections
* Find common patterns
* Innovate – step out of traditional line of thinking
* Let go of limitations – open up to new possibilities to solve problems

**Challenge – hard as we have tried – in the quest to teach discrete knowledge (specific facts) – our graduates are not very successful in using the knowledge in the workplace (transfer knowledge and skills)**